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ABSTRACT

Based on the experiences of the Neshaminy School District (Pennsylvania) in developing and providing inservice training for regular and special education teachers involved with mainstreaming gifted and handicapped children, the manual presents a general guide for setting up and providing specific materials and activities for mainstreaming inservice programs. Teacher competencies related to mainstreaming are discussed in terms of attitudes, knowledge, and skills. Aspects of inservice program administration examined include who presents the programs, what is presented, and what materials are to be utilized. Eight specific program activities are described, covering such facets of mainstreaming as profiling the handicapped learner, learning style and informal diagnosis, prescriptive teaching, evaluating the mainstreamed learner, accommodation in the regular classroom, districtwide special education, how it feels to have a handicap, and procedures for the integration of handicapped students. Program evaluation is also covered, and additional sources of information are provided. (DLS)

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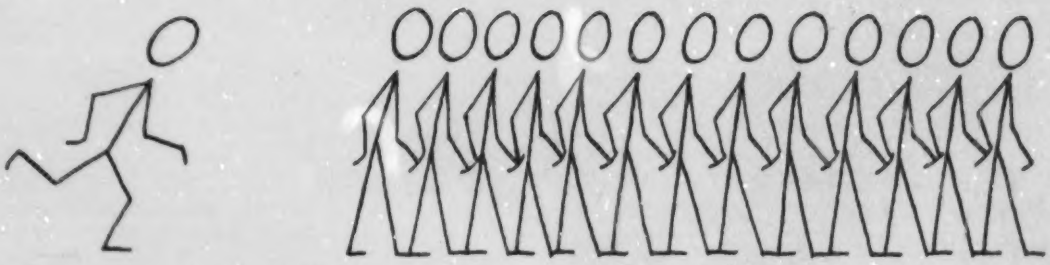
NESHAMINY SCHOOL DISTRICT

MAINSTREAMING

A PRACTICAL TEACHER IN-SERVICE MANUAL

TO GET FROM



HERE TO THERE

A Federally Funded E.S.E.A. Title IV-C Program

NESHAMINY SCHOOL DISTRICT
2001 OLD LINCOLN HIGHWAY
LANGHORNE, PENNSYLVANIA

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MAINSTREAMING
A PRACTICAL TEACHER IN-SERVICE MANUAL
TO GET FROM
HERE TO THERE

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2001 OLD LINCOLN HIGHWAY
LANGHORNE, PENNSYLVANIA

E.S.E.A. TITLE IV-C PROJECT #77051S

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General Introduction

In November, 1976, a special education advisory group met to review and evaluate the Neshaminy School District's long range goal and commitment to place handicapped children in the "least restrictive learning environment." As a result of this review and evaluation, it was determined that one of the district priorities was to develop and provide in-service experiences for both regular and special education teachers involved with mainstreaming. Pursuant to this, a proposal was submitted and funds received through Title IV-C of the Elementary and Secondary Education Act for a Special Education In-Service Project. A detailed account of the activities of this project during the first funding year is available under separate cover. This manual is but one aspect of the project, and the reader who is interested in the mechanics of the complete project is urged to review the final report, available through the Office of Federal Programs, Neshaminy School District.

The Neshaminy School District is located in Langhorne, Pennsylvania, a middle class community just outside the city limits of Philadelphia. There are eight elementary schools, three middle schools, and two high schools serving approximately 10,500 students K-12. The district offers a complete special education program including programs for learning disabled, socially and emotionally disturbed, educable mentally retarded, trainable mentally retarded, and academically talented students. There are approximately 1200 students presently enrolled in district special education classes, with 57 teachers and 42 aides employed to serve them.

This manual reflects some of the many activities which were initiated and implemented during the past year, and is an attempt

to share these experiences with other educators. The manual will attempt to provide a general guide for setting up effective in-service programs, as well as providing specific activities and materials for in-service sessions relative to mainstreaming.

In-Service Philosophy

Although this project was heavily funded through federal funds, one project goal was to develop in-service programs which could be replicated with a minimum of monetary outlay. At a time when school boards are cutting back on programs and personnel, it is necessary to take a realistic and practical view of in-service education. The benefits of in-service sessions, if developed and handled properly, cannot be questioned. Despite this, there just is not money available to sink into extensive training programs, either to purchase costly materials or to pay professional staff. However, realizing the value of these programs, it was a goal of this project to develop not only programs which would be practical and would speak to the needs of teachers, but which would also not involve a substantial monetary commitment. In addition, a vehicle through which to present these programs was sought other than the typical after school workshop setting.

The basic premise upon which this project was developed was that mainstreaming is not for everyone. In other words, mainstreaming was viewed in a somewhat restrictive light. Although many school districts have interpreted mainstreaming to be the integration of all mildly handicapped students, the Neshaminy School District has interpreted it as the placement of a mildly handicapped student in a regular class when the child has demonstrated that

he/she has the basic ability/skills to function in that class. In other words, emphasized within this school district is the appropriateness of the placement in meeting the social and academic needs of the child. Each child is viewed individually in regard to each school subject, and a determination made relative to his/her readiness for the regular class. Thus, much of the criticism and negative feelings of regular class teachers toward mainstreaming has been avoided. In-service programs were planned around the belief that positive attitude development was crucial to the success of the mainstreaming effort. For this reason, positive attitude development through awareness has been the focal point and thrust of most of the presentations made within the district. It was felt that if teachers' attitudes were not developed first and affected positively, then all the methods and strategies in education would not help in working with mainstreamed learners. Thus, the presentations developed emphasized awareness and avoided bombarding teachers with techniques or theories which they would not or could not utilize. It was felt that by making teachers aware of such things as the strengths of handicapped children, possible areas of bias in testing, differences in learning styles among students, and many other areas associated with educating not just handicapped children but all children, that teachers would realize that they already have the majority of skills needed to work with <u>appropriately placed</u> mainstreamed learners.

With this philosophy in mind, the following is a brief description of the programs which were developed, adapted, and presented during the past school year. The reader will note that the typical lecture format usually employed in many in-service programs

was avoided as much as possible. Instead, active involvement through individual and group activities and simulations was relied upon to make the presentations not only meaningful and interesting, but also fun for those involved.

Teacher Competencies Germane to Mainstreaming

Teacher competencies germane to mainstreaming fall into three categories: attitudes, knowledge, and skills.

Attitudes - As was indicated in the discussion of in-service philosophy, positive attitude development was the primary goal of the initial in-service presentations. Once the initial presentations were completed, efforts were made to deal with specific problems of teachers and schools which were negatively affecting attitudes. For example, one school did not have a specific procedure for integrating children which included any input from regular teachers. Therefore, a very negative view of the entire mainstreaming concept was held by regular teachers, who felt special education students were being "dumped" into their classes without regard for their preparedness. Through the establishment of a school committee comprised of regular and special educators and administrators, a procedure was developed which valued input from all of those individuals affected. This procedure will be shared in the next section. In a manner similar to this, positive attitude development was affected by dealing with situations which were having a negative influence on teachers. Thus, positive attitude development was, and still is, a primary goal of the project.

Knowledge - A second area which needs to be examined is knowledge. Basic to working with handicapped children is an understanding of exactly what a handicapped child is. Misconceptions abound relative to the similarities, differences, strengths, weaknesses, etiology, treatment, abilities, and disabilities of handicapped children. Therefore, it was felt that some basic understanding of the various types of handicap was essential. It was also felt that

teachers should have a working knowledge of the district special education program. In this way, they could view the program as a continuum, and see how the concept of mainstreaming fits into the total range of special education services. In addition, teachers had to be made aware of the procedures by which a child is mainstreamed, and their role in that procedure. One other area which was felt needed attention, and which was essential to mainstreaming success, was the parent component. To this end, a parent training program, or information dissemination program, was deemed important to the success of mainstreaming. Although not detailed in this manual, the parent training program involved many of the presentations which are described herein, and served a valuable function in school-community relations with regard to mainstreaming.

Skills - The skills area is the one area where this project departs from most in-service programs involved with mainstreaming. Many will view the approach that this project took as too simplistic and superficial. To this district, however, it was practical and realistic. Having looked extensively at the literature concerning mainstreaming, it was felt that most skill programs developed for mainstreaming were asking teachers to make radical changes to adapt to handicapped children. Included among these were lengthy programs designed to: help teachers acquire and develop individualization skills; show teachers how to adapt materials for the handicapped; demonstrate to teachers how to use listening centers and special audio-visual equipment; and indicate to teachers how to make their approach to education more humanistic. Granted, these programs would no doubt help any teacher. However, within the concept of mainstreaming they are not realistic. Not only is there

not enough money available in most districts to fund such programs, but there is very little desire on the part of regular class teachers to be "re-educated." Attitudes toward mainstreaming are not resting on particularly firm foundations at this time. To tell teachers tnat they will have to restructure their programs and acquire new skills will only add fuel to the fire of controversy. This is one reason that our approach to mainstreaming stresses the appropriateness of the placement, and the involvement of the regular class teacher. By involving the regular class teacher, "ownership" of the child's educational program is shifted from the special education teacher alone, to a sharing with the regular class teacher. Thus, the skill programs which were offered to help teachers in preparing for and dealing with mainstreamed learners, emphasized a minimum amount of program change and adaptation needed. Instead, the skill programs stressed such areas as awareness of possible bias in test development and administration in the classroom, support services available to the teacher, accomodation vs. remediation, and learning styles and how they vary from child to child. Our approach was not one of telling teachers that they would have to drastically change their program to meet the needs of mainstreamed learners, but more an offering of some minor changes that would help the teacher to reach more students in the classroom, handicapped or not. By combining the "appropriate placement" approach and the awareness approach to skill development, more teachers were reached and affected than would have been had an extensive technical program been employed. The approach was practical, with awareness being the vehicle for subtle and hopefully lasting change.

In-Service Activities Developed to Attain Mainstreaming Competencies

At the outset of this manual, it was stated that a goal was to develop an in-service package that would not involve a large financial commitment, such as the hiring of consultants, after school pay, or purchase of extensive and expensive programs and/or equipment. The activities to be described here have essentially accomplished this goal while not compromising quality.

Who is to present these programs? The literature on in-service education states that teachers would rather have someone they know and respect provide presentations, even at the expense of less technical information, than someone completely external to their situation. Consultants do not have a feel for what is happening on a day to day basis and are not aware of the concerns and needs of the staff. Therefore, someone close to the situation such as the special education teacher, principal, or director of special education would seem much more appropriate choices. A great deal of the failure or success in mainstreaming students is due to the personality, public relations, and communication strategies of the special education teacher in a school. Presentations such as those advocated in this manual, presented by a special education teacher, would serve to broaden and enhance this all important communication.

When are these programs to be presented? Through this project, it was found that regularly scheduled faculty meetings and in-service days are ideal for presentations. On the one hand, they involve no funding. However, more importantly, they involve the entire faculty. After school, paid sessions, many times do not get to the individuals who need the program the most, or restrict the number of people who can attend. With the entire faculty present, everyone

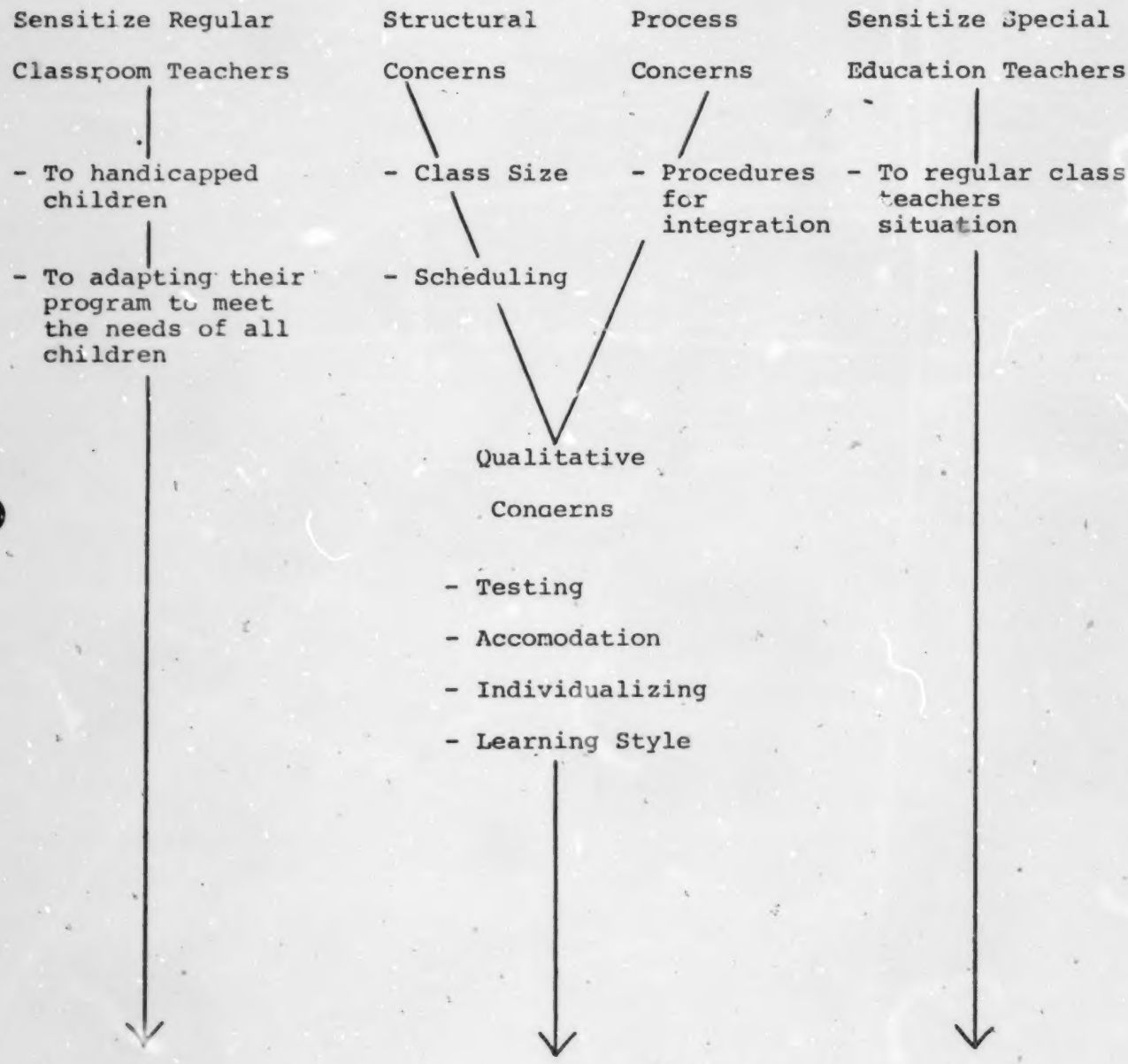
can be involved. The majority of the programs described below can be adapted to the usual hour long faculty meeting, or presented during the longer sessions available on teacher in-service days.

What about materials? The materials for these programs can be made or borrowed from a professional library or regional resource center (Pennsylvania). Many of the programs described are adapted from commercially prepared programs, or developed from programs described in texts and journals. In Pennsylvania, the regional resource centers will loan out these programs on a free basis for up to six weeks.

Figure I shows the progression which was taken in developing the presentations. It was felt that before programs were presented to help teachers in working with handicapped students (qualitative concerns), the structural concerns relative to class size, scheduling, etc., and the process concerns dealing with the actual procedures for integration, had to be addressed. Structural concerns will not be dealt with here as they were worked out on the individual school level by the administration. However, they are a definite factor which should not be overlooked. With this progression in mind, the actual activities which were utilized will be described.

Figure I

Project Progression



Presentation #I

"Having a Handicap: How Does It Feel?"

This program was developed and patterned after an article which appeared in the May, 1974 issue of the Journal of Learning Disabilities. The article was entitled "Demonstration Techniques Simulating Four Learning Disabilities," by James L. Carroll. The program is designed to help teachers and other staff members gain a feeling for what it is like to have a handicap. Although the program concentrates on the area of learning disabilities, a great deal of it can be generalized to the entire handicapped population. Many teachers may have an understanding of the characteristics associated with a learning disability, however it is extremely difficult to understand how a child with a learning inpairment may perceive his/her world. To this end, four simulations in the areas of visual perception, auditory discrimination, tactile discrimination, and problem solving are presented. Each of these areas is described briefly below.

Visual Perception - Utilizing a mirror drawing apparatus, the subject is presented with a geometric design to trace (Figure II). He is told to trace around the design, staying within the two line boundary as quickly as he can. Due to the fact that each subject must work from the reversed image in the mirror, this apparently easy task turns out to be both difficult and frustrating (See Figure III-Sample of Completed Task). In addition to simulating a visual perception problem, anxiety, and frustration, the activity also emphasizes that very often educators feel that willfulness on the part of the child is the crux of his learning problem. This exercise dramatically reveals that this may not be the case.

Figure II

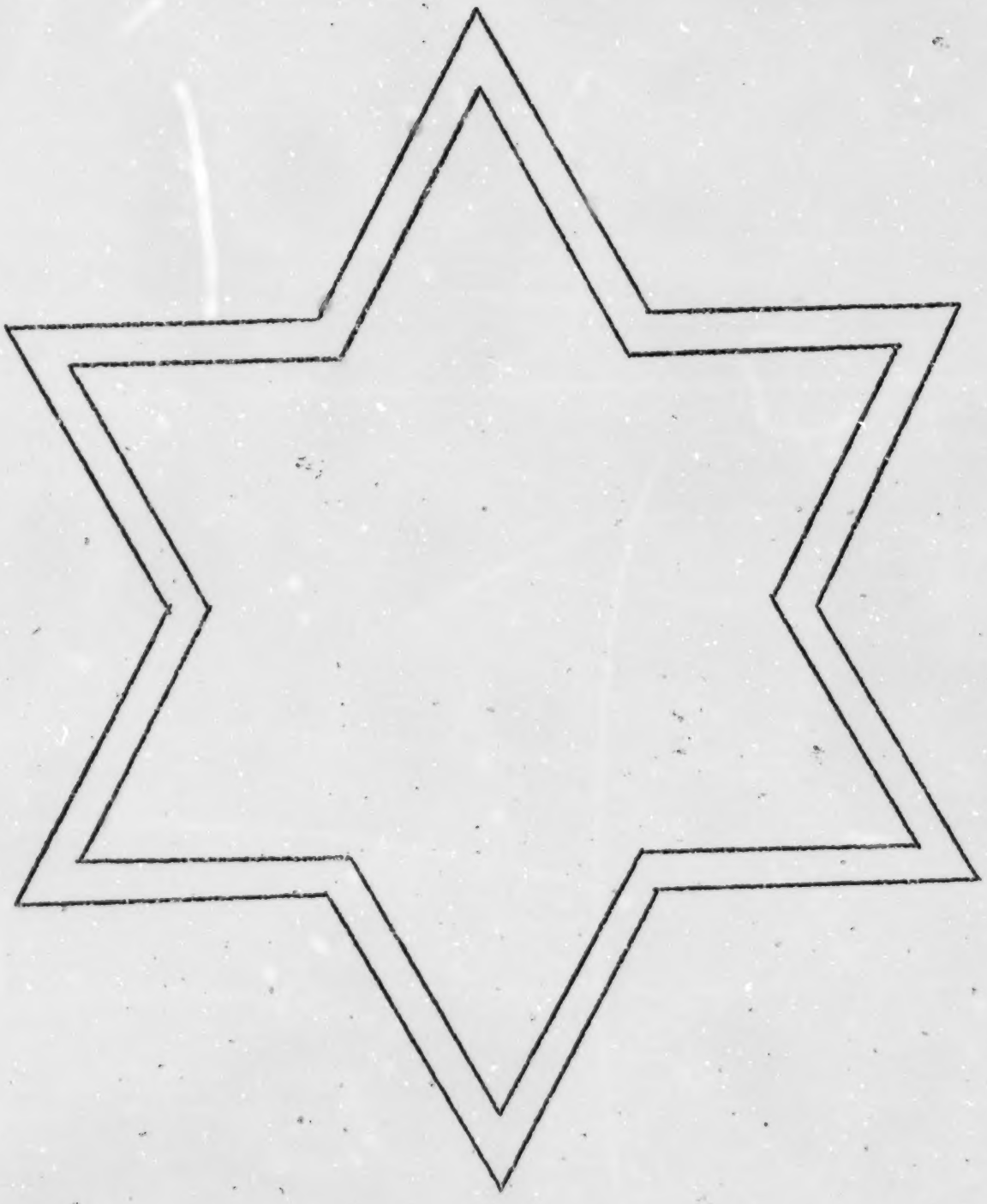
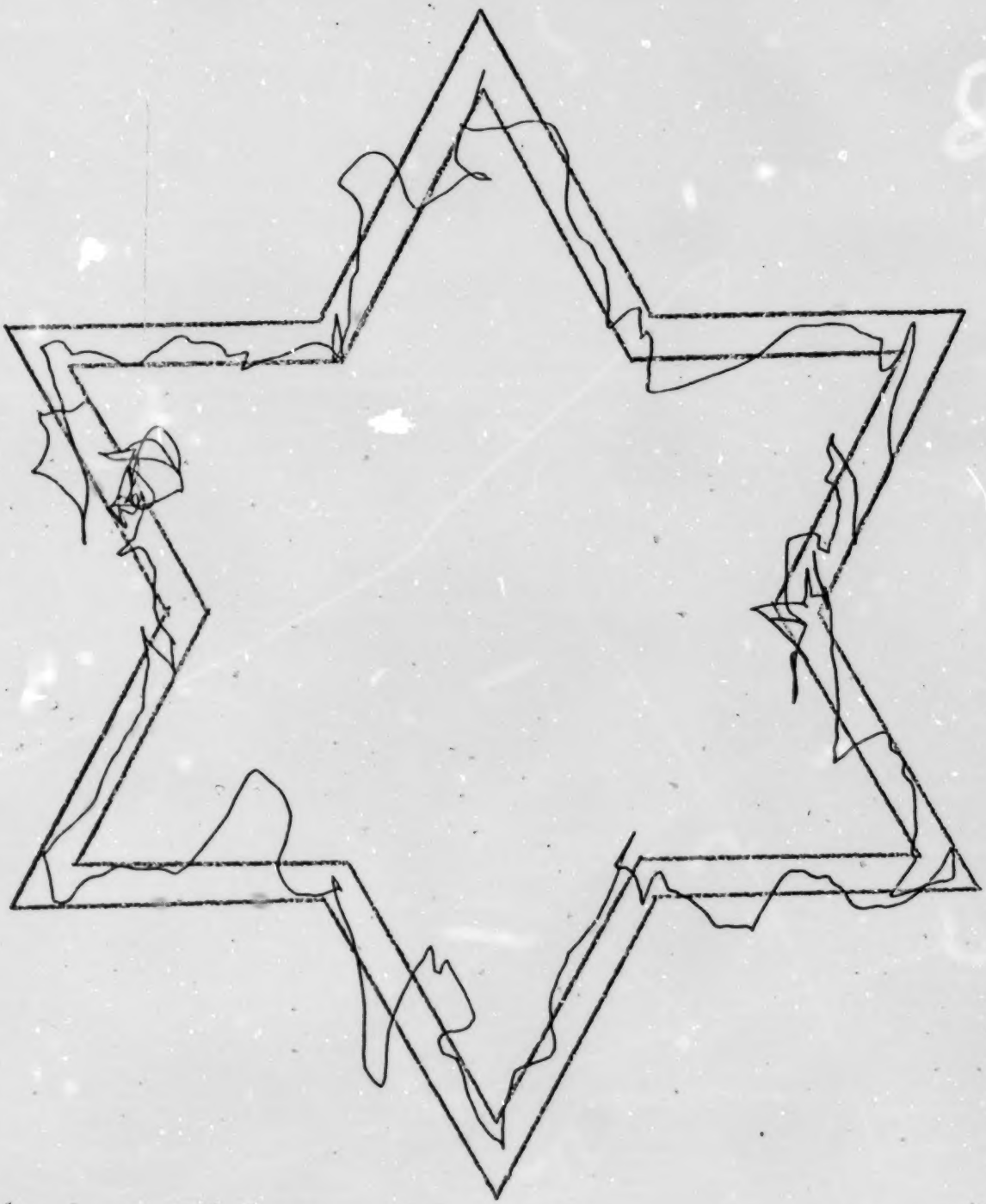


Figure III

Sample of Completed Visual Perception Task



Auditory Discrimination - In this simulation, a recording is used which approximates both a moderate and severe high frequency hearing loss. Although hearing loss is not associated with a learning disability, the listener is made to feel what it would be like to have difficulty in extracting meaningful verbal messages from the environment. A list of 10 words are presented under three conditions including severe hearing loss, moderate hearing loss, and hearing aid amplification. The listeners are asked to write each word as it is presented.

Tactile Discrimination - For this simulation, each subject is blindfolded and thick ski mittens are put on his/her hands. Thus impaired, he/she is asked to complete a form board. Through the dulling of tactile perceptions, subjects have difficulty in determining the shape of the form board pieces, and in finding the appropriate position on the form board. Although this does not simulate a specific learning disability, it does indicate what might happen when a modality is lost or taken for granted.

Problem Solving - In this problem solving task, the participants are asked to formulate a general rule that describes a novel concept. This is done by presenting pictorially instances "of" and "not of" that concept. In actuality, this is what is often done in elementary school to introduce a new concept. For example, to teach children about the concept of "animal," many times a teacher will show five or six pictures of an animal. From these pictures, children are expected to formulate in their minds exactly what an animal is. However, many times children with learning problems will attend to irrelevant stimuli in the pictures, or attend to one particular detail, and therefore may not understand even the simplest concept as it is presented by the teacher. As teachers, we often assume

that students are able to conceptualize and attend to relevant stimuli, and are therefore able to process all information presented to them. This particular simulation, although appearing quite simple, is found to be a very confusing and frustrating experience for the participants.

Provided on the next page is an example of one of the picture packets that have been utilized in this activity (Four or five packets of ten or eleven pictures each are usually enough for a ten minute group activity). In the actual simulation, large 8-1/2 x 11 pictures are used and the presenter will orally indicate whether the picture "has" or "has not" the concept. After going through a sample packet which is relatively easy (to lead them into a false sense of security about the ease of the task), go through each packet twice and then ask for the answer. If the participants are not able to get the concept, tell them the answer and go on to another packet.

It is difficult to understand or appreciate the tension, anxiety, fear, and feeling of little self-worth that a handicapped child brings with him/her to the classroom every day. However, the simulation described here provides the participants with a glimpse of the shadow world of the learning impaired, and better helps them to understand what it is like to have a handicap, and how it feels.

For this program, several items are needed, all of which are easily obtained. The mirror drawing apparatus needed in visual discrimination, can usually be borrowed from any university or college psychology department. If this is not possible, one can easily be made with several pieces of wood and a mirror. The recording used in auditory discrimination, "Getting Through: A

Sample Packet of Problem Solving Pictures

1
HAS

2
HAS NOT

3
HAS NOT

4
HAS

5
HAS NOT

6
HAS

7
HAS NOT

8
HAS NOT

9
HAS

The concept which all of the HAS pictures have in common is "TEETH."

Guide to Better Understanding of the Hard of Hearing," can be obtained from the Zenith Corporation, 6501 W. Grand Avenue, Chicago, Illinois 60635, at a cost of one dollar. The materials utilized in tactile discrimination include thick ski mittens, a blindfold, and any kind of form board or puzzle. The pictures for the problem solving activity can be obtained from magazines.

When this program was presented, the entire group of teachers (about 40 is the upper limit for an hour program) was divided into four groups and rotated into each simulation every ten minutes. The visual and tactile discrimination simulations were timed so that each individual would have more pressure on him/her. Subtle variations such as this helped to make the simulations approximate the pressures usually placed on a child in the classroom. At the conclusion of the four simulations, it is advisable to debrief, or discuss the feelings that the participants felt while they watched their peers perform and while they were working.

This was the most successful of the in-service presentations because it consisted of active involvement, self realization through exploration, and was fun for those involved. It was just as successful with secondary teachers as with elementary teachers, and with vocational as well as academic teachers. The program is suitable as an introductory presentation to special education for teachers who have not had experience with the handicapped learner, and as a program to heighten awareness among teachers who are now working with handicapped children.

Presentation #2

"Profiling the Handicapped Learner"

Realizing the many misconceptions that people hold about the handicapped, and the confusion with regard to children labeled as learning disabled, emotionally disturbed, etc., a very basic program is needed to deal with this topic. The primary objective of this program is to deal with educationally relevant characteristics and information. However, knowing that there might be some participants interested in more in-depth information relative to historical background, etiology, definitions, state standards, provisions of PL94-142, and other germane topics, it was felt that this should also be provided. To this end, a very informative and to-the-point information packet was developed to deal with these topics. This packet was distributed at the beginning of the presentation, briefly reviewed for its contents, and then set aside to be reviewed later. Such a packet can easily be compiled. However, if you would like to review the packet developed in the Neshaminy School District, it can be obtained from the Office of Federal Programs, Neshaminy School District.

The actual presentation dealt with the major areas of learning disabilities, emotional disturbance, and mental retardation-trainable and educable. Although most students are mainstreamed from the learning disabilities and emotionally disturbed classes, many individuals tend to associate mental retardation with every handicapped child. Thus, mental retardation was also emphasized in order to show the differences among the various disabilities.

The initial phase of the program introduced in a very cursory way the development of self contained special education classes, and the evolution of the concept of mainstreaming. This was done to show that the concept was not something which suddenly appeared on the educational scene, but that it evolved out of the courts, litigation, federal legislation, and the findings of educational research. The presentation then includes a brief discussion of the incidence of the various handicapping conditions among the population, and how education has responded to the needs of the handicapped. This was followed by the central activity of the workshop-profiling. (A sample profile sheet is included at the end of this discussion as Figure IV. This particular profile sheet was adapted from Kirk, 1962).

Each participant was provided blank profile sheets and instructed to complete one sheet for each of the major disability areas- a learning disabled child, an emotionally disturbed child, and a mentally retarded child (educable). This activity forced each participant to deal with his/her own perceptions of the handicapped, in regard to educationally relevant areas. Following this, the regular educators were told to take another blank profile sheet and develop a profile showing the highest and lowest functioning child they had in their regular class during the past year. Figure V is an example of such a completed profile. Special education teachers, when present, were told to do the same thing for their special education classes (Figure VI).

Essentially, what evolved was a profile showing the high and

low range in the regular class, and the high and low range in a special class. The ranges were then compared to show that just as there is a wide range of ability within the regular class, there is also a wide range within the special education class. This was then related to mainstreaming by showing that those children who are in the upper range of the special education class in such areas as math or English, are functioning within the range of ability of the regular class. Thus, for some special education students, the regular class is an appropriate placement. It also demonstrated that for those students functioning on a very low level, the intensive remedial aspects of the special class are still needed. This served to allay some of the fears of the regular class teachers about the lack of skills of children being mainstreamed. From this discussion, the earlier developed profiles of the learning disabled child, the disturbed child, and the mentally retarded child were discussed, and previously developed profiles done by the presenter were shared. The profiling activity provides an excellent base for dealing with misconceptions and emphasizing important points about the strengths of many handicapped students, and is a functional and practical way of introducing information on the various disabilities.

Figure IV

Profile Sheet

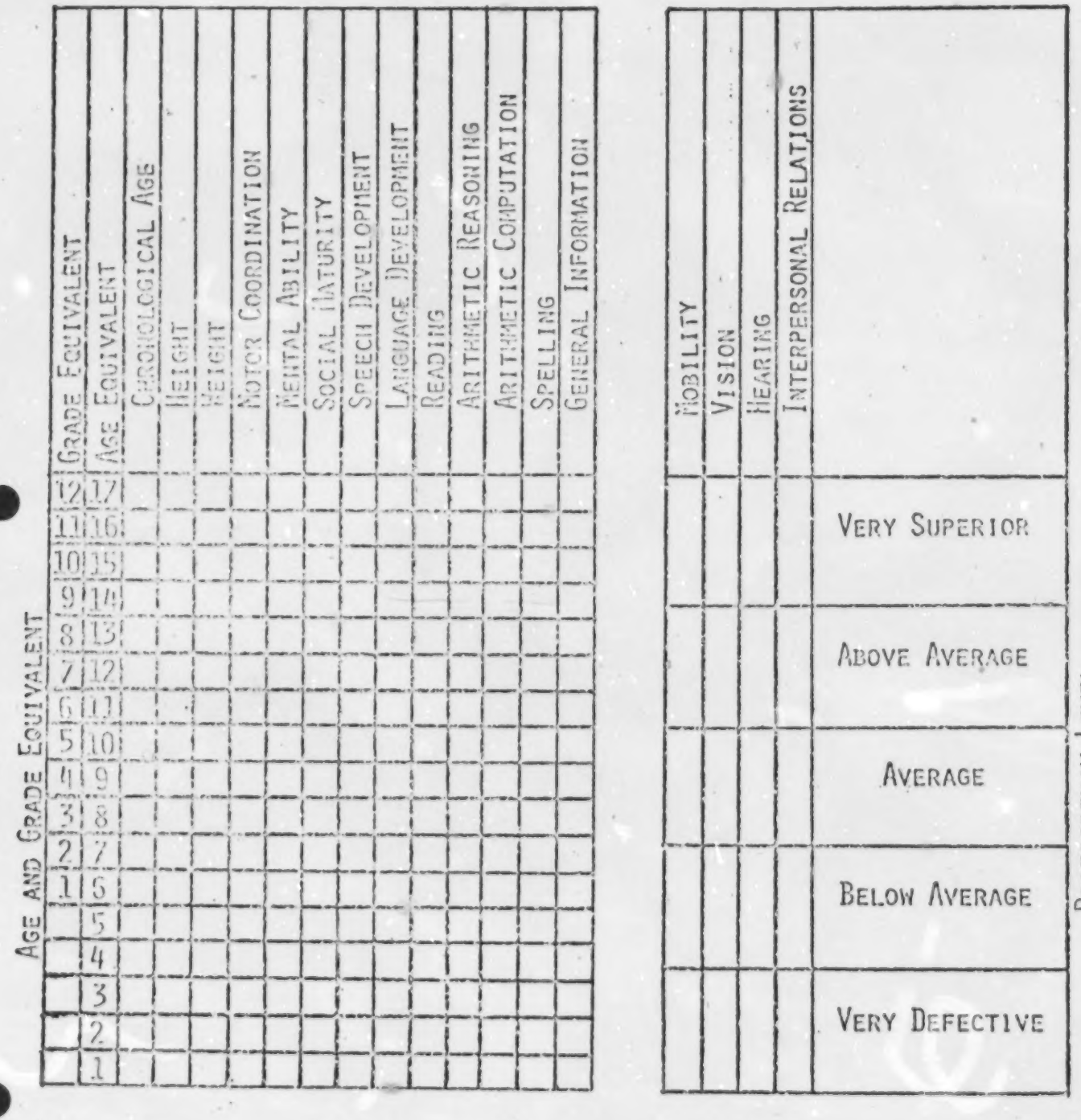


Figure V

Profile of the Range of Ability in a Regular Class

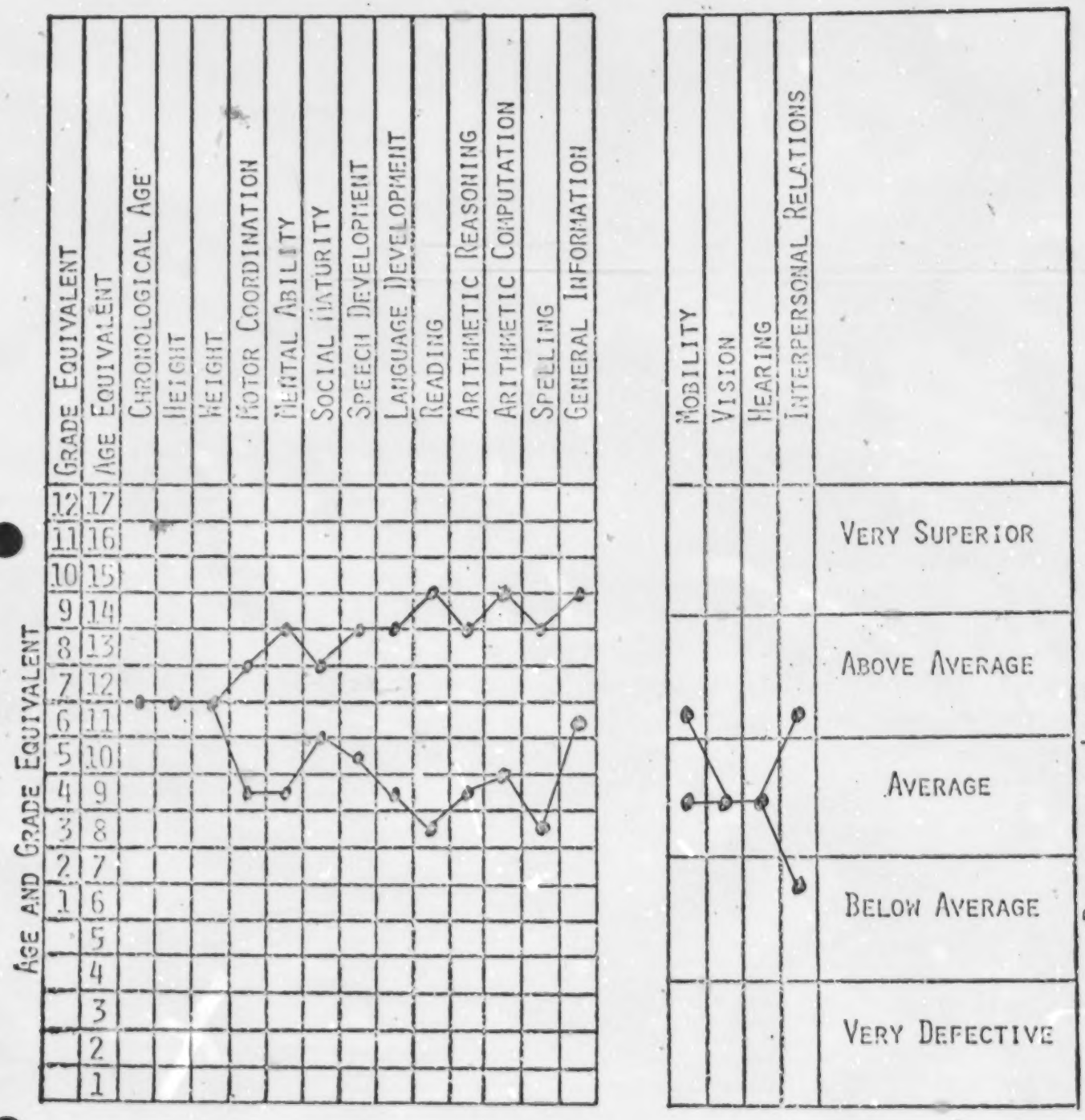
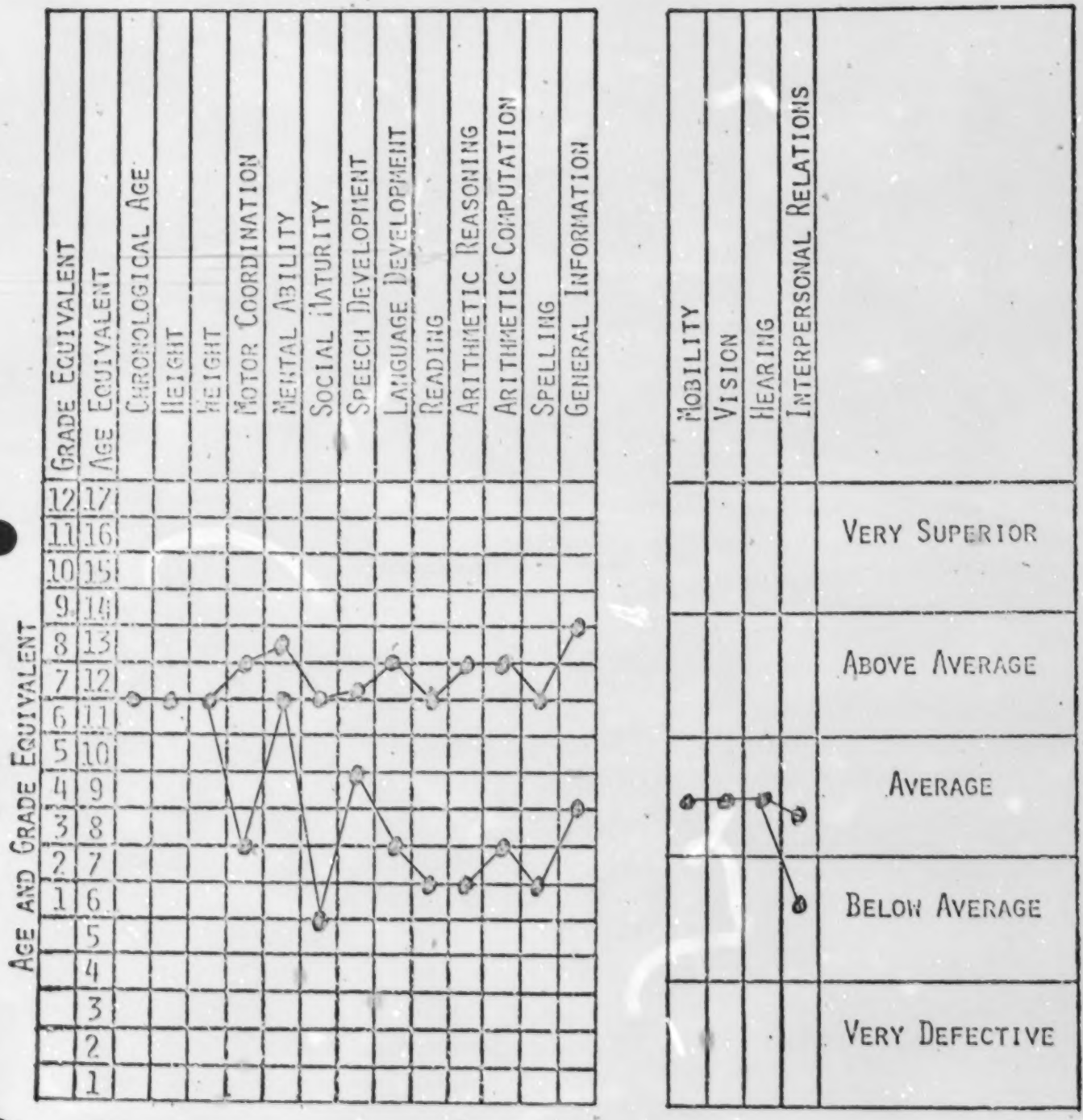


Figure VI

Profile of the Range of Ability in a Special Education Class

(In This Example a Learning Disabilities Class)



Presentation #3

"District-Wide Special Education K-12"

This program will vary from district to district, and some may choose to omit it entirely. However, it was included here because it was our feeling that teachers needed to see the total picture of where mainstreamed students were coming from and where they were going to in the future. It was felt that this would give teachers a better perspective on their role in the total development of the child. In our presentation, enrollment figures, types of classes, which schools housed which programs, how children were identified and placed, integration figures at each level, and other pertinent information were provided to familiarize the staff with the total program.

Presentation #4

"Procedures for the Integration of Handicapped Students"

At the heart of any successful mainstreaming effort there must be a procedure for integrating students which is supported by the majority of the faculty. Most integration procedures however, involve everyone but the person most affected: the regular class teacher. Administrators, special education teachers, counselors, psychologists, social workers, speech teachers, and various other ancillary personnel usually provide input. Very rarely is the regular class teacher consulted. There is a quotation which is the essence of mainstreaming, and which is very appropriate here: "Handicapped students are not necessarily better served educationally because they are in a regular classroom. It depends on what happens to them there (Paul et al, 1977, p. 138)." Thus, one of the district priorities was to develop a procedure which included the key people involved on an everyday basis with the child, and who would be responsible for the child, rather than just placing him/her in a regular class for the sake of mainstreaming.

A committee was formed comprised of special education teachers, regular class teachers, guidance counselors, and a principal. Although this group met on a workshop basis after school, such a committee could easily come under the umbrella of curriculum development, and meet during the school day. The procedures which were developed are shown in Figure VII as a flowchart. Included in this procedure are several key elements missing from many mainstreaming efforts. These include: 1- an objective means of identifying the readiness of a child for regular class placement which utilizes

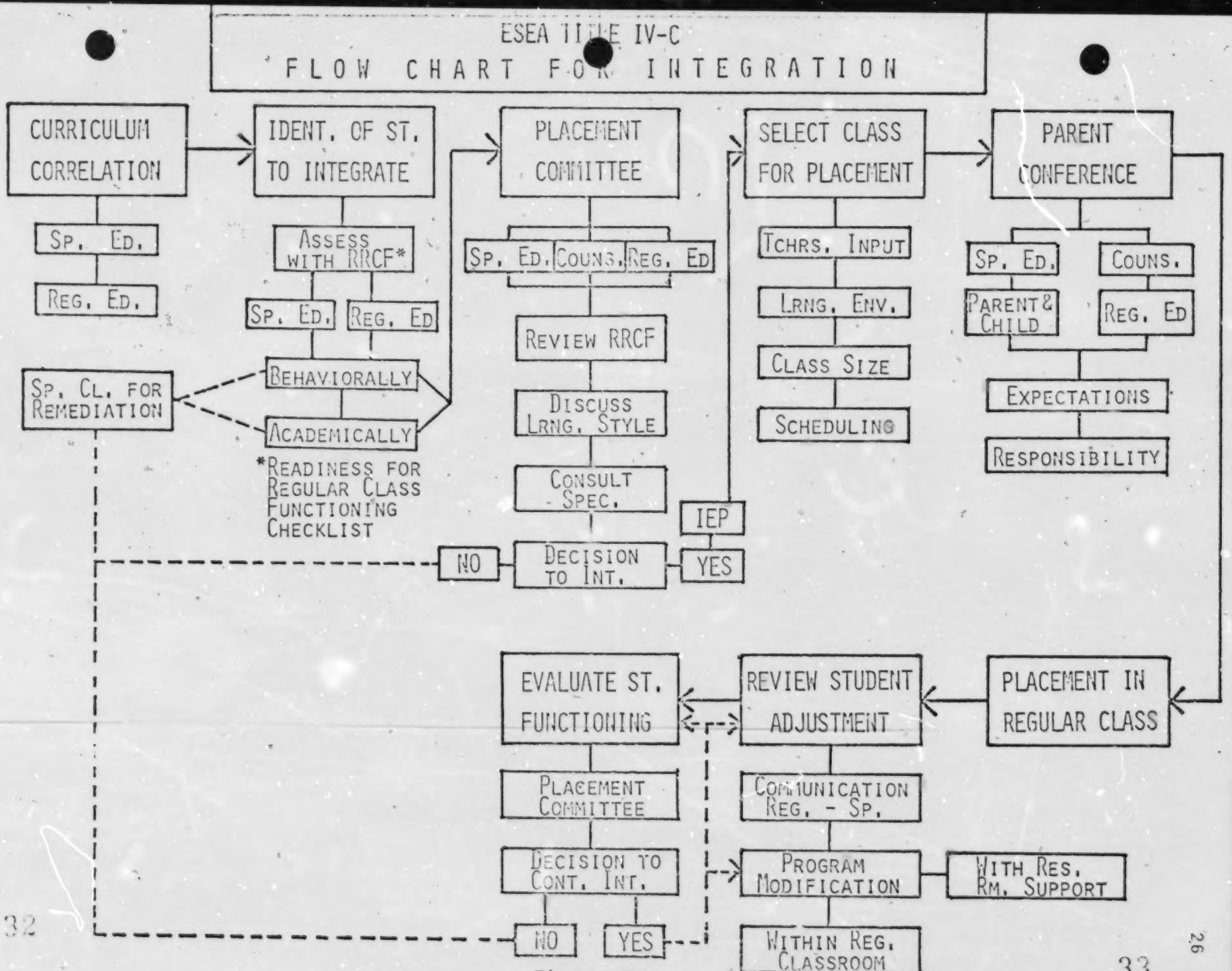


Figure VII Flowchart for Integration

input from the regular class teacher; 2- a placement committee comprised primarily of the special education teacher (referring teacher), the regular class teacher (receiving teacher), and the student's counselor, with other support personnel being called in on a consultant basis when needed; 3- and a predetermined length of time after which the student's social and academic adjustment are to be reviewed. Perhaps the most salient aspect of the procedures is the fact that the actual placement of the child in the regular class is the sixth step, and that a great deal of communication and interaction has occurred prior to the actual placement of the child.

This procedure was presented to the faculties of the schools involved so that there was complete understanding among the staffs as to the steps to be taken in integrating a student. This was a major step in the effort to mainstream students, as teachers were much more receptive to a procedure which valued their input, and which provided them an opportunity to participate in decisions which would directly affect them. If such procedures are not understood or delineated, then mainstreaming will be a hit or miss program, depending more on the personality of the teacher than on the ability of the child.

The flow chart, Readiness for Regular Class Functioning Checklist, and Discussion of the Procedures Developed for the Integration of Handicapped Students are included here not as a model of how mainstreaming should be done, but to serve as a model of how one school district developed and adapted its program to best meet the needs of its students and teachers. These procedures were developed at the middle school level, but can be readily adapted for other levels.

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ESEA Title IV-C

Readiness for Regular Classroom Functioning
Checklist

The following standards and guidelines are to be utilized in determining the readiness of a student for a regular class placement. The standards are to be viewed as specific indicators of a student's readiness, while the guidelines are offered as skills and/or behaviors which will help the student to make a more successful transition from the special class to the regular class. Whereas the standards were adopted as indicators of readiness for the regular class, the guidelines are not to be utilized to exclude anyone from consideration for regular class placement.

Standards

1 - Acceptable classroom behavior
Examples: Respects authority, is cooperative, not excessively absent, etc.
Absences to date:_____

2 - Responsible for homework

3 - Able to follow verbal directions and some written directions

4 - Student's scores on an informal assessment instrument developed by the regular class teacher fit within the range of scores achieved by others in the regular class.
Provide specific information on levels, particular strengths and special needs:_____

_____

_____

_____

_____

_____

Guidelines

1 - Pays attention and concentrates on work.

2 - Has organizational skills.

3 - Willing to ask questions.

4 - Can accept failure.

5 - Can accept criticism.

6 - Willing to respond to questions.

7 - Responsible for own learning.

8 - Able to function independently.

9 - Begins tasks promptly.

10 - Basic small motor coordination.

11 - Can follow a schedule.

12 - Can use a textbook.

13 - Takes part in verbal discussions.

14 - Writes or prints legibly.

15 - Student can profit from instruction provided by the teacher standing in front of the entire classroom.

16 - Student can work independently among entire classroom.

In addition to the above, for those students being referred for regular class placement, information should also be provided in the areas below.

Behavior - Particular behavioral problems and successful management techniques to effectively deal with them.

Social Interaction - Particular pertinent information dealing with the student's social interactions.

Motivation - How much reinforcement and what types are necessary to get optimal performance? To what does student react well and to what does he/she not respond?

Parental Support - Have the parents been supportive, and can they be utilized as a resource?

DA:tc
cc: Dr. Bowman

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ESEA Title IV-C

Discussion of the Procedure Developed for the Integration of Special Education Students Into Regular Classes

The following discussion is not meant as a definitive presentation of the exact process involved in integration. Rather it is meant to be an objective representation of the essential components that should be included in the process of integrating, either fully or partially, a special education student into a regular classroom. Although an attempt has been made to include the most important aspects of such a procedure, there should be continual evaluation and refinement of the model in order to make it as functional as possible. The model is presented in the form of a flow chart as well as a narrative description of each module, and the salient features of each.

I. Curriculum Correlation

The importance of preparing students to be mainstreamed in the curriculum content of the regular class cannot be emphasized enough. If the special education and regular class curricula are correlated to some degree, the transition from the special to the regular class will proceed much more smoothly. There must, therefore, be emphasis placed not only on the remediation of deficit areas, but also on the correlation of the curriculum. To this end, there must be a great deal of interaction between the special education teacher and the regular class teacher relative to the

material covered and presented in the regular class. If a course of study is available, this would be of value, as well as any other information which could be provided, either formally or informally.

Primary responsibility for initiation - Special Education Teacher

Secondary responsibility - Department Chairperson

II. Identification of Student to be Integrated

There has been a great deal of concern among special education teachers as to when to refer students for partial integration. Up until now, the decision has been a very subjective one, and not based upon any objective criteria. It is extremely difficult to set objective criteria, as each student must be treated individually. However, there is still a need to provide teachers with some direction in terms of assessing a student's readiness for regular class functioning. Realizing this need, the Readiness for Regular Classroom Functioning (RRCF) checklist was developed to be utilized by both regular and special education teachers. Included in this checklist are several standards which must be met before referral, and several guidelines to be utilized as indicators. It was emphasized that the guidelines will not be utilized to exclude anyone from consideration for regular class placement. The guidelines were also developed to help the special education teacher to determine areas of his/her program to emphasize in preparing each child, for return to the regular class. When the special class teacher feels that he/she has a student who is ready for referral for integration the RRCF should be completed and a preliminary decision made by the teacher as to the advisability

of moving into the next step in the flow chart, the calling of a Placement Committee meeting.

It should be noted that if a special education teacher feels that a student will be ready for integration at the beginning of the next school term, as much information as possible should be communicated in writing before school ends. Due to the fact that the team of teachers who will be receiving the student may differ the following year, it is necessary to ensure that the information be conveyed in some form. If possible, time should be provided prior to the formal beginning of school so that the sending and receiving teachers can meet and discuss the child, as well as meet with the parents. The most important point to be made here is that no matter when the child is referred for integration, the procedure to be followed should be enacted.

Primary responsibility for identification and initiation - Special Education Teacher

III. Placement Committee

Once the special education teacher has assessed the readiness of a particular student for placement in a regular class (through utilization of the RRCF), it is necessary to present the student's name at a placement committee meeting. The initial referral for this will go to the student's counselor, who will then determine the appropriate team of teachers. In determining the appropriate team of teachers with which to place the student, the student's functioning levels should be taken into consideration. If at all possible, the student should be placed with a team commensurate with

his/her functioning level. For example, if a student is functioning on a very high level in Math, then every effort should be made to place him/her in an appropriate section, rather than automatically placing him/her in the lowest section. The mechanics of setting up the meeting will be handled by the guidance counselor. The placement committee will then meet comprised of the special class teacher (referring teacher), the counselor, and either the receiving regular class teacher alone, or the receiving teacher and other team members. At this point, it is not yet necessary to include an administrator, a psychologist, or any other personnel. At the placement committee, the special education teacher will present the results of his/her informal assessment (RRCF), provide his/her reasoning associated with the referral, and specific information relative to the student's functioning levels, behavior, social interaction, motivation, parental support and absence patterns. Such information will be extremely valuable in helping the receiving teacher to determine the student's learning style, and in dealing with particular special needs the student might have. Concerns which the regular class teacher might have will be expressed at this time. If any of the committee members feel that a specialist should be consulted for an opinion, then it will be the responsibility of either the counselor or special class teacher to contact that individual and set up a meeting with the placement committee. With input from committee members and consulting specialists, a decision should be reached relative to the integration of the student. If the decision is made not to integrate the student, specific recommendations should be made to the special education teacher as to what areas the child is deficient in, and need to be strengthened

prior to placement in a regular class. In addition, the placement committee's decision should be reflected in a change in the student's I.E.P. If the placement committee cannot reach an agreement, the building principal will make the final determination.

Primary responsibility for initial referral - Special Education Teacher

Primary responsibility for convening of placement committee - Guidance Counselor

IV. Selection of Class for Placement

Once the decision is made to integrate a student, it is also the responsibility of the placement committee to select an appropriate regular class for the student. Factors which should be considered here are the functioning levels of students in each class, the composition of the class, class size, scheduling, behavioral factors, and any other information which might indicate the best possible learning environment for the child being integrated. This particular module should not be underestimated in importance, as often the particular class in which the student is placed will go a long way toward determining the success or failure of the student's integration.

Another important consideration is the timing of the integration. If at all possible, the integration should take place near the beginning of the school year, at the beginning of a marking period, or at the beginning of a unit. Although this will have to be correlated by the sending and receiving teachers, it will be to both the advantage of the student being integrated as well as to the receiving teacher.

Primary responsibility for selection - Placement Committee Members

V. Parent Conference

The parent conference is to be called for the initial integration of the special education student. The conference is to include the student being integrated, his/her parents or guardians, the guidance counselor, and the team of teachers with which he/she will be integrated. Although the initial integration will be with only one teacher, it is important that the entire team be present. In this way the student and parents will become familiar with the teachers who will receive the student if further integrations take place. The need for additional conferences as further integrations take place is thus negated. The primary function of the parent conference is for the parent and student to become acquainted with the teachers, and for the teachers to acquaint the parents and student with their program. This is not meant to be an overwhelming experience for the child, and not meant as just a time to lay down rules and regulations. Rather, it is a time for the team to give an overview of what, in general, they expect of the student, and for what he will be responsible. The parents should also be made aware of their role and responsibilities in regard to helping their child make the transition. It is hoped that such a conference will help to avoid misunderstandings which might occur later in regard to the program offered and what is expected of the student.

Primary responsibility for convening of parent conference - Guidance Counselor

VI. Placement in Regular Class

The significance of this module is not that it is the actual physical placement of the child in a regular class. Rather, the significance of it is that it is module V, and that a great deal of dialogue and preliminary work has been completed by the regular class teacher, special class teacher, counselor, and others, prior to placement. All too often, placement of a special education student in a regular class has been step number one, with little consideration given to the many factors involved, and many people involved. It is essential to the success of the integration, that a great deal of groundwork be laid prior to the physical placement of the student in the class. Under the model presented here, such a foundation is provided before the student is placed in a regular class.

Primary responsibility for physical placement - Guidance Counselor

VII. Informal Review of Student Adjustment

The first two weeks following the initial placement of a student in a regular class are extremely important, and should be closely monitored. Therefore, at the conclusion of the second week, and before the third week has ended, the receiving teacher and the sending teacher should meet and review the student's adjustment. Such things to be considered at that time are: is the student beginning to take part in class discussion; is the student beginning to interact with his/her peers; does he/she ask questions; is homework being completed; is the student getting to class on time; is he/she prepared; are absences becoming more frequent; and any other factors which have to do with how the student is adjusting to the new setting. It should be emphasized here that this is not a time

for academic evaluation. During this time the student needs to become acclimated and adjusted to the new teacher, the new students, and the new environment. Therefore, his/her adjustment during this period should be of primary concern, and academic evaluation should be secondary. Should problems arise during this time, the meeting to informally review the student's adjustment is an opportunity for the sending and receiving teachers to suggest possible ways to deal with these problems. If necessary, the guidance counselor should be contacted, as well as any other support personnel who can provide input and offer help. By establishing a specific time when this informal review of the student's adjustment should take place, it is hoped that many of the problems which the student may be encountering will be addressed and resolved early. It is further hoped that this informal communication process will continue to function in order to deal with problems as they arise, and make the transition into the regular classroom as smooth as possible.

Primary responsibility for initiation of meeting - Special Education Teacher (Sending)

Secondary responsibility for meeting - Regular Class Teacher (Receiving)

VIII. Formal Evaluation of Student Functioning

The formal evaluation of the student refers to both academic and social assessment. The formal evaluation should take place within five weeks of the initial integration. At this time, a meeting should be called with the placement committee to evaluate and decide to either continue the integration or terminate it. However, if the student is having difficulty or problems are surfacing, every possible cause and/or way to deal with it should be explored. This may involve the parent, the school social worker, the school psychologist, the school

attendance officer, or any other support personnel appropriate, in addition to the receiving and sending teacher. Once again, it is essential that the lines of communication between the sending and receiving teacher be kept open, and that an ongoing dialogue take place in order to deal with problems as they arise. It is only through open communication and dialogue that the educational needs of all students will be met in the best way possible.

Primary responsibility for initiating formal evaluation - Regular Class Teacher (Receiving)

Secondary responsibility for initiating meeting to review formal evaluation - Special Education Teacher (Sending)

DA:tc

cc: Dr. Bowman

Presentation #5

"Learning Style and Informal Diagnosis"

This workshop was adapted from "Informal Diagnostic Techniques," contained in Mainstreaming: Teacher Training Workshops on Individualized Instruction by Barbara Aiello and the Council for Exceptional Children. The cost of this publication is $30.00, and is available through Publication Sales, The CEC, 920 Association Drive, Reston, Virginia 22091. (Also available on a free loan basis from the Regional Resources Centers in Pa.). This program utilizes two simulations which acquaint the participant with informal diagnostic techniques as they apply to the discovery of an individual's particular learning style. The emphasis on learning style is made so that the participants can see that not only is the way material presented important to handicapped children, but also to the "normal" population as well.

This is the first of three programs designed to make teachers aware of individual differences in the way all children learn. The culmination of these three programs is a presentation and exploration of ways that the regular program can be accomodated to meet the needs of students with varying levels of ability. The most important point to be made in this program is that not everyone learns effectively and efficiently through the standard lecture and read-it-in-a-book methods. Everyone has a particular learning style unique to him/her, and discovering that learning style and taking advantage of it is basic to each child's education. This presentation does not advocate instructing each and every child in a different way, dependent on the child's learning style. Rather, it is meant to be a foundation for understanding the rationale for advocating minor changes in program delivery, developed during the next two workshops.

Presentation #6

"Prescriptive Teaching"

This program is also taken from Ms. Aiello's publication, and is to follow the learning style program. Whereas the learning style workshop emphasized an awareness of individual modes of learning, this program provides an opportunity for participants to practice the diagnosis of learning style, and to design strategies to facilitate the learning of a task. Through a simulated learning experience, the participants are able to examine the relationship of learning style and prescriptive teaching to mainstreaming. Participants can actually see the benefits derived from teaching to a student's strengths, and that when they teach to these strengths their methods and strategies have a greater chance for success. Once again, this workshop is not designed to impress upon teachers that every mainstreamed child must have an entirely different set of activities or individualized lessons to succeed in the regular class. Rather it is a program which will hopefully make teachers more aware of learning style and its relationship to teaching strategies for all children.

Both the "Learning Style and Informal Diagnosis," and "Prescriptive Teaching" workshops are active participation programs where teachers experience the key points being made, as opposed to being told what they are. Both of these workshops are extremely valuable in setting the stage for the next presentation dealing with program accommodation. As was stated earlier, mainstreaming does not require wholesale changes in how children are taught. It does not require entirely new techniques or strategies. However, it does require teachers to take a closer look at each and every

child in the classroom, and requires more attention to how children learn most effectively and most efficiently. When teachers realize the importance and value of the diagnosis of learning style to a child's educational program, they will begin to make subtle changes in their program which will in turn, enable them to reach more children in a more meaningful way. These two programs will provide an excellent foundation for the realization of the importance of learning style to a child's education.

Presentation #7

"Accomodation in the Regular Classroom"

Accomodation refers to a process of modifying some of the elements of the learning environment so that students can learn in spite of a basic weakness or disability. In essence, it means the modification of the delivery system through which material is presented. An excellent reference on this subject, and the one upon which this program was developed is The Learning Disabled Adolescent: Program Alternatives in the Secondary School, by George Marsh, Carol Gearheart, and Bill Gearheart. Although the title indicates that the frame of reference is the secondary school, many of the suggestions made can be utilized at the elementary level.

This workshop has four phases: two problem solving and two discussion. Each participant is initially provided with a 5 x 8 card on which there is a description of a child with some basic information about how the child is functioning in school. Included on this card is information relative to the student's strengths and weaknesses, and particular areas in which he is having difficulty in school. Participants are instructed to take about five minutes and try to list some specific ways in which the program could be adapted to meet that particular child's needs. Following this, a brief sharing period follows. What generally occurs is that due to the learning style and prescriptive teaching programs which have preceded this workshop, most modification suggestions come in the form of varying the mode of delivery. These are valid and worthwhile suggestions and should be reinforced as such. After five or ten minutes of sharing, the presenter should draw this

discussion to an end and move into the presentation of some different ways to accomodate, not based on delivery. These accomodations involve two areas: administrative accomodation and teacher accomodation.

Although the administrative efforts at accomodation are important, they are only given a cursory examination to allow more time for those directed at the teacher. Accomodations which fit into this category include providing assistance in enrollment so the student and his parents have a better idea of options and course demands; balancing the student's work load between courses known to be difficult and others that are less demanding; course substitution, or taking a course which is remedial in nature but which satisfies requirements; making special texts available which are written on a lower level, but which contain similar content to the regular text; and balancing teacher loads with students having difficulty being placed in smaller classes.

The greater part of this discussion period is spent in presenting ways in which the teacher can make accomodations in the regular classroom. Although a detailed account of these will not be made here, some of these activities might include the following:

Course Objectives - Providing a list of course objectives and requirements, including dates for tests and assignments, to both the student and the resource teacher at the beginning of the school year, or at the beginning of each unit.

Course Salvaging - Refers to communication from regular to resource or special teacher, informing that the student is beginning to have a problem, as opposed to waiting until the student is way behind.

Lecture Outlines - Many students with learning problems have difficulty in organizing their thoughts and taking notes during a lecture. An outline prior to the lecture will help the child focus better on the key concepts.

Technical Vocabulary - A listing at the beginning of the year, or the beginning of a unit, of the technical vocabulary, would help students to become familiar with them. The special education teacher could also provide help relative to this vocabulary in his/her room.

Abstract Concepts - Of great help to students, would be a very brief summary of key concepts and theories that would give more order and meaning to abstract material.

Oral and Written Reports - For those students who have a great deal of difficulty expressing themselves in writing, allow the student to tape a report, or evaluate written reports on content rather than on mechanics.

Homework and Schedule - Be aware of the demands of other teachers and other classes, and assign homework accordingly. Help students to schedule their work in both school and at home and provide homework commensurate with a child's attention span and ability to work independently.

Directions - When giving directions orally, emphasize key points to be made, and when giving written directions, underline these same points. The use of pictures is also an excellent way to communicate directions.

Peer Tutors - Very often the pairing of a good reader and a poor reader will have a beneficial effect on both students.

Observations - Observations by the resource teacher in the regular class and the regular class teacher in the resource room can provide invaluable information. Such observations will allow both teachers the opportunity to get a better perspective on the child's learning situation. This will help in planning strategies and in facilitating communication. Due to the fact that so much of mainstreaming relies on positive interpersonal relations among teachers, observations and interaction on a regular basis are not only beneficial, but essential for program success.

Once this presentation is made have the group break into small discussion groups and once again, distribute cards to each group. All groups (five people to a group is a workable number) will have the same cards, and on each card will be a description of a student and particular difficulties he/she is having in school. Each group will have ten minutes to develop accomodation strategies which deal with both the academic area and the area of interpersonal relations.

Through this activity, the practical application of many of the concepts just presented will be tested, as well as new suggestions being offered. At the end of the allotted time, the entire group will reconvene for sharing ideas and discussion. One point which will come out and which should be emphasized, is that the accomodation techniques developed and discussed will benefit all children in the class and not just mainstreamed learners. An example of the cards utilized in this activity is provided below:

> Tom is twelve years old and in seventh grade. He was classified as learning disabled in elementary school, but is now mainstreamed into the regular program with resource room support for 50 minutes each day. Tom is performing well in both metal shop and art, but is having a great deal of difficulty in social studies and math. His math teacher has stated that Tom can perform all the basic math operations well, but is not able to understand word problems. The social studies teacher has said that whenever Tom is asked to read a passage in class he becomes a behavior problem and begins to question why he has to read "this dumb stuff." In addition he has not even attempted to complete the two reports which were to be handed in, and has failed both tests the teacher has given. Quite frankly, the social studies teacher would like to have Tom taken out of her class, as he has not been able to do any of the work and continually disrupts the class.

Suggested accomodation techniques which have been proposed in workshops to deal with Tom's problems include the following:

Academic Strategies

1- Do not ask Tom to read out loud-as soon as he is asked to read in front of a group he becomes embarrased and defensive.

2- Underline key words in directions in word problems,

or have a chart on the wall which indicates those words which signal the operation to be performed: "How many more than" means take away (-).

3- Allow Tom to tape a report as opposed to writing it, and grade it for content.

4- Give an oral test occasionally, or give students a choice of how they would like to be evaluated. This will enable a student with reading problems, such as Tom, to demonstrate knowledge of material in ways other than writing.

5- Have the social studies teacher provide a list of new vocabulary words in each chapter to the resource teacher prior to the introduction of the chapter or unit.

Interpersonal Strategies

1- Have the resource teacher observe in the metal shop and art class to see what techniques are being used successfully, and which techniques might generalize to other classes.

2- Invite the math and social studies teachers to observe Tom in the resource room to show the kinds of things the resource teacher is working on with Tom, and to elicit suggestions as to how the regular teacher could be better served by the resource teacher.

3- Have a meeting with Tom to discuss his reading problems, and discuss some alternatives to help him in the regular class. Discuss with him some of the strategies developed to deal with the problem and let him make some suggestions on his own-let him have a stake in his education.

Presentation #8

"Evaluating the Mainstreamed Learner"

One of the very real concerns teachers have is how to evaluate the mainstreamed learner in relation to the other students in the room. Many teachers fear the use of one standard for mainstreamed students and another for regular students will not result in a fair assessment of ability, and will cause problems among the students. This presentation does not try to deal with the rightness or wrongness of evaluating all children the same way. What this program tries to do is to point out the many ways in which both teacher made tests and achievement tests are biased, and attempts to offer practical suggestions for making evaluation fairer for all children. Although not directly addressing the philosophical question of how to evaluate mainstreamed students, this program makes teachers much more aware of the effects of biased testing in assessing student performance, particularly in regard to the handicapped.

The vehicle through which this is done is an adaptation of "A Workshop on Non-Discriminatory Testing" by Jean N. Nazzaro of the Council for Exceptional Children. This program is available for free loan through the Regional Resource Centers (Pennsylvania), or at a cost of $35.00 from the CEC. This is an excellent workshop, and one which, when evaluated for practicality and for its effect on attitude change, received very high ratings. The program begins under the assumption that as educators we really do not know how to fairly evaluate many students, and that one way to go about attacking the problem is by becoming more sensitive to

possible sources of test bias. Tests are considered unfair or biased if the student is not able to respond correctly to an item because of any circumstance unrelated to the test item. In order to make the participants aware and sensitive to these possible circumstances, simulations which demonstrate six possible sources of bias are presented. The six areas simulate a visual perceptual problem, an auditory discrimination problem, a muscle control problem, a language problem, a conceptualization problem, and a cultural difference problem. These simulations are extremely fun and interesting, yet graphically reveal how tests and their results can be biased. A debriefing session at the conclusion of the simulations allows time for participants to share their experiences and feelings, and to discuss possible ways to utilize what they have experienced in developing fair evaluation instruments and practices.

Program Evaluation

Evaluation serves a very powerful function in education. It can demonstrate the success or failure of a given process or technique, and can be a tremendous help in terms of identifying those aspects of a program in need of revision. Evaluation is required of many, if not all, federally funded programs to demonstrate that there has been a noticeable and measurable change as a result of an intervention technique or treatment. Evidence of change, via evaluation, often is a prime determinant of future funding. Evaluation provides specific information on the strengths and weaknesses of particular programs, and serves the interests of both administrators and teachers. However, often overlooked is the fact that evaluation, when used improperly or without good judgement, can be a deterrant to the desired outcome. In particular, in-service programs which are attempting to affect attitudes have to be extremely careful. Attitudes are not only hard to measure, they are also extremely hard to change. Such attitude changes will not take place overnight, or through one in-service program. They must be massaged and developed in a subtle way. The use of an evaluation instrument at the beginning of such a program might immediately signal to an individual that you are not really interested in his/her feelings about the particular subject, but are only interested in showing that your program works. Many teachers react very negatively to this type of evaluation, and such an episode could jeopardize your ultimate goal. Thus, although the value and need for evaluation cannot be questioned, caution must be exercised so that an individual does not misconstrue your motives and color the outcome before the program or presentation begins.

The two evaluation instruments which are contained at the end of this manual were employed during the course of the eight programs presented here. The only presentation which teachers were not asked to evaluate was the first one: "Having a Handicap: How Does It Feel?" The reasons for this have already been expressed. In addition, informal feedback abounds following that particular presentation and it is easy to assess the success of the program. However, following the initial presentation, each workshop was evaluated. The evaluation instruments were adapted from a form developed by Howard P. Alvin (1975, 76). The short evaluation form was used for individual workshops, while the longer form was employed during programs which had more than one session.

Concluding Remarks

In the "General Introduction" and "In-Service Philosophy" sections of this manual, several goals and objectives were stated. One of the goals was to provide a progression of in-service activities designed to help prepare regular teachers to deal with mainstreamed learners. It was not one of the goals to provide a variety of strategies or techniques. The view was taken that positive attitude development and awareness were the keystones of the mainstreaming movement, and the presentations which were developed reflect this view. Another goal was to provide activities and programs which would not require a large financial commitment and which would be cost effective. The total cost of the materials or programs, if purchased, comes to $66.00. However $65.00 of that can be saved by borrowing the programs from the Regional Resources Center (Pennsylvania). Almost all of the programs presented here can be utilized during the time constraints of a faculty meeting, and none require the services of an outside consultant. What we have attempted to do is provide a very practical, easy to follow, easy to implement, series of in-service programs or workshops which get at the very roots and essence of a successful mainstreaming program, and which will serve as a foundation upon which other in-service programs can be built.

A quotation from Thomas Corcoran (1978), Director of the Office of Evaluation for the New Jersey Department of Education perhaps best summarizes our approach to developing quality in-service programs with respect to mainstreaming:

"The most successful in-service strategy will be almost invisible and yet will touch everyone, adapting to their needs, but never overwhelming them with theory or techniques that they won't or can't employ. This may seem utopia or perhaps merely naive. To me, it is merely good management. It is how effective organizations respond to new problems. It will not be neat or serve the interests of accountability. It will not generate learned papers. It may serve the needs of teachers and children."

ESEA Title IV-C
Special Education In-Service Project

Evaluation

Workshop Title _____

1. Purpose: Was the purpose of the program clear to you?

1	2	3	4	5
unclear				very clear

2. Content: Was the content of the program appropriate to your particular situation?

1	2	3	4	5
inappropriate				very appropriate

3. Coverage: Was the material covered in enough depth in the time provided?

1	2	3	4	5
superficial coverage				comprehensive coverage

4. Instruction: Were the instructions given easily understood?

1	2	3	4	5
ambiguous				easily understood

5. Organization: Were the presentation and activities well organized?

1	2	3	4	5
disorganized				well organized

6. Pace: Did the program move at a good pace?

1	2	3	4	5
too slow		just right		too fast

7. Level of difficulty: Was the level of difficulty of the material appropriate?

1	2	3	4	5
too elementary		just right		too difficult

8. Interaction: Was there enough/too much interaction among participants?

1	2	3	4	5
not enough		just enough		too much

9. Objectives: Were the objectives of the workshop met?

1	2	3	4	5
none of the objectives met				all objectives met

10. Did the material presented in any way affect your attitude toward the handicapped?

1	2	3	4	5
negatively affected		did not affect		positively affected

11. Do you think the material presented will in any way help you in working with handicapped children?

1	2	3	4	5
not at all helpful				very helpful

12. What aspect of the workshop did you like the best (least) and what would you do to improve it if it was offered again?

DA:tc

NESHAMINY SCHOOL DISTRICT
Langhorne, Pennsylvania

ESEA Title IV-C
Special Education In-Service Project

Evaluation

Please respond to each question below by circling either SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Please note that space is provided after each question for comments. Feel free to add comments when you feel they are appropriate.

1. The workshop objectives were clearly stated. SA A D SD

2. The workshop objectives were related to my teaching concerns. SA A D SD

3. Most of this workshop centered around material that was interesting, challenging, and usable. SA A D SD

4. The purpose and objectives of this workshop made sense to me. SA A D SD

5. The workshop objectives were met to a high degree. SA A D SD

6. This workshop should be held again with the same objectives for those of my colleagues who were unable to attend. SA A D SD

7. This workshop should be held again for the same participants on a more advanced level. SA A D SD

8. This workshop had some components which were unique or innovative. SA A D SD

9. Most of the scheduled workshop activities made good use of the time available. SA A D SD

10. Most presentations were well organized. SA A D SD

11. Most workshop personnel (speakers, presenters, and resource persons) provided the kind of information, expertise, creativity, and communication skills expected by me as a participant. SA A D SD

12.	Most sessions offered stimulating or new material.	SA	A	D	SD
13.	My questions were dealt with satisfactorily.	SA	A	D	SD
14.	The workshop activities were appropriate for meeting the stated objectives.	SA	A	D	SD
15.	Instructional resources were appropriate and adequate for achievement of workshop objectives.	SA	A	D	SD
16.	There was evidence of good administrative practice in leadership and supervision on the part of the workshop director.	SA	A	D	SD
17.	Meeting room facilities were suitable.	SA	A	D	SD
18.	This workshop was a successful training experience for me.	SA	A	D	SD
19.	The workshop content was practical and useful in helping improve classroom instruction.	SA	A	D	SD
20.	Reasonable progress was made by me individually towards meeting the objectives of the workshop.	SA	A	D	SD
21.	I had a chance to provide feedback to the workshop staff.	SA	A	D	SD
22.	I had a chance to identify professional needs which I previously had ignored.	SA	A	D	SD
23.	This workshop has some implications for the way I teach.	SA	A	D	SD
24.	The things I learned at this workshop will help the students I teach this coming year.	SA	A	D	SD
25.	Overall, this workshop was a worthwhile and valuable experience.	SA	A	D	SD
26.	I am able to list specific benefits I received at this workshop.	SA	A	D	SD

27. Please list below any additional aspects of the workshop on which you would like to comment.

28. Please list additional topics you would like to have covered in future in-service programs.

DA:tc
cc: Dr. Bowman

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